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ABSTRACT

This module underscores the need for evaluation in order to collect baseline data to monitor progress and to make decisions about needed changes in rural school career guidance programs. Evaluation is a process that occurs during planning and is used to monitor progress, and, later, to assess overall program impact. After a delineation of commonly held negative perceptions of evaluation, the definition of evaluation and the nature of the evaluation "beast" are discussed. With extensive audience participation, a matrix of the major evaluation elements to be considered in evaluating the planning phase of program development/implementation is developed. Using two handouts included in the module, participants are instructed to work in small groups to develop a similar matrix for evaluating the planning of a staff development program. Evaluation concerns explored include issues such as: who are the users of evaluative information and what are their information needs; strategies for collecting and reporting that information; phases of programs (planning, tryout, implementation), and sample evaluation considerations for planning and implementation phases. Numerous evaluation instruments and references for others are provided. (NEC)

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MODULE TWELVE

Research and Development Series No. 149M

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE XII: EVALUATION

U.S. DEPARTMENT OF EDUCATION
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Cooperative Rural Career Guidance System

RC016404

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- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149M

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE XII: EVALUATION

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COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16-volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in state-wide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

"Evaluation" underscores the need for evaluation in order to collect baseline data to monitor progress and to make decisions about needed changes in the program. Numerous evaluation instruments and references for others are provided. Training in viable evaluation techniques in concert with the other parts of the *Guide* should prove to be valuable assets for the staff development of rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs for their students.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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MODULE XII: EVALUATION

Module Overview

Instructional Time

Approximately 2 hours

Module Description

The *Rural America Series* is initially presented with the notation that evaluation is a process that occurs both during planning, to monitor progress, as well as later on to assess overall program impact. After a delineation of commonly held negative perceptions of evaluation, the definition of evaluation and the nature of the evaluation "beast" are discussed. With extensive audience participation, a matrix of the major evaluation elements to be considered in evaluating the planning phase of program development/implementation is developed. Following the presentation, the facilitator explains two handouts—Major Evaluation Elements for Program Planning, and Major Evaluation Elements for Program Implementation. The participants work in small groups to develop a similar matrix for evaluating the planning of a staff development program. A brief summary concludes the module.

Goals and Objectives

Participants will

Goal 1 Gain an understanding of the evaluation process.

Objective 1.1 Identify the differences between formative (program planning) evaluation and impact (program implementation) evaluation.

Objective 1.2 Develop preliminary evaluation plans for both the planning of a staff development program and the impact of the program on school staff.

Agenda

5 minutes	Introduction	Presentation	
10 minutes	Self-Scored Quiz The Rural America Series	Individual Activity Presentation	XII-5
45 minutes	Evaluation—Concepts and Ideas	Presentation and Brainstorming	XII-11
45 minutes	Developing Preliminary Evaluation Plans	Small Group Activity	XII-23
5 minutes	Module Summary	Presentation	XII-27

Module Evaluation

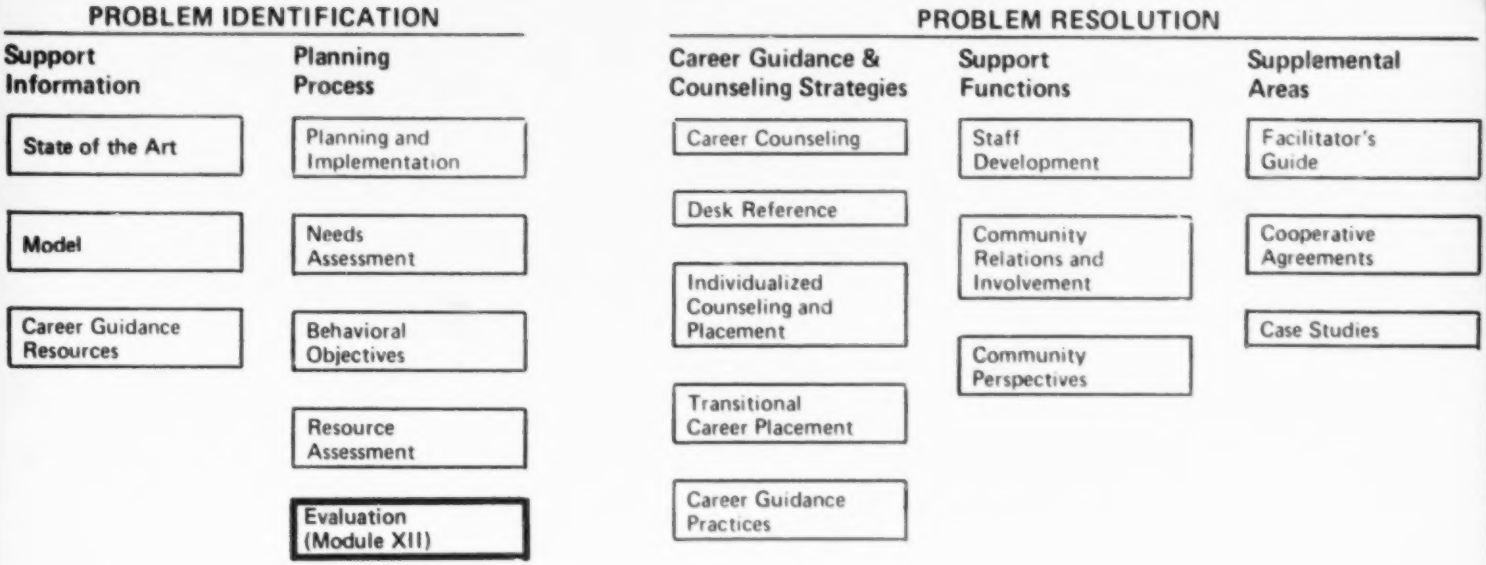
To measure the success of the module, collect and analyze the completed matrices developed by the small group.

If the module is used independently of other modules in this set then the module-specific questionnaire in the participant materials may be administered. If the module is part of an extended (multiple-day) workshop, the use of the overall workshop questionnaire (see Appendix A) is recommended.

Relationship to the *Rural America Series*

See chart on the next page.

THE RURAL AMERICA SERIES (HANDBOOKS)



Evaluation is an essential element of the planning process. Although evaluation pervades all activities of a comprehensive career guidance and counseling program, it is important to emphasize that the planning process itself must also be evaluated. A program that is carefully evaluated during its planning phases will more likely be successful when it is fully implemented. The evaluation handbook of the *Rural America Series* contains evaluation procedures for both planning and implementation phases of the program.

ACTIVITY TITLE:

Self Scored Quiz and the
Rural America Series

DURATION:

10 minutes

FACILITATOR OUTLINE	NOTES

A. The Quiz

NOTE: Your explanation to the participants is really "tongue-in-cheek." The quiz, while containing a few grains of truth is primarily motivational in nature.

1. Explain that it is important to obtain some preliminary information or baseline data before fully starting into the content of this module.

2. To that end, this module contains a brief quiz designed to discover understandings and perceptions of evaluation concepts.

3. The quiz could be used as a pre- and post-test but we will only use it as a *self-scored* pre-test.

4. Stress the importance of the quiz and that it is necessary for everyone to work independently and quietly.

Pass out the quiz (participant handout, p. XII-29) to participants and give them a few minutes to complete it.

5. Give participants the correct answers and ask them to score their own quizzes. The key to the quiz is given below.

* * * * *

EVALUATION QUIZ
FOR THE *RURAL AMERICA SERIES*

Directions: Each of the following questions was selected to measure your understanding of evaluation. Read each question carefully and then circle the letter of the statement that best represents your answer to the question. After you have completed the quiz, the module leader will give you further instructions.

Are they putting me on?

Quiz Key (Continued)

Evaluation Multiple Choice Quiz
(Keyed Quiz for Facilitator)

1. Which of the following words or phrases best describes your first thought when you hear the word evaluation?

   ★ a. Hooray.
   b. O.K., already.
   c. Ugh!
   d. Yuck!

2. How would you describe evaluation?

   a. Testing program.
   b. Something which I'll probably have to do.
   c. Someone rating or ranking you.
   d. All of the above.
   ★ e. A valuable program and planning tool.

3. How would you characterize your abilities to conduct a program evaluation?

   a. It's difficult for me to do.
   b. I need a consultant.
   c. You've got to be kidding.
   ★ d. Sometimes easy/sometimes difficult.

4. In your judgment, which animal, or beast, represents evaluation.

   a. Teddy bear (warm and cuddly)
   ★ b. Kitty cat (fun but at times hard to understand)
   c. Fully scented skunk (self-explanatory)
   d. Ogre (self-explanatory)

★ ★ ★ ★ ★

6. By item, ask how many participants got each question correct. Tally the responses on the chalkboard as shown below. (Hypothetical data supplied.)

Item	No. Correct	No. Incorrect
1	3	27
2	10	20
3	12	18
4	8	22

FACILITATOR OUTLINE	NOTES

B. Quiz Interpretation

1. For the most part the answers (unless the participants have "psyched" out the obvious) will load heavily on the negative interpretations and perceptions of evaluation.

2. Point out that evaluation is often perceived in a negative light. Common perceptions are:

   - Testing programs.
   - Something deemed as important by administrators and individuals high up in the system.
   - Someone rating or ranking you.
   - Something that really doesn't have much value.

3. As with most stereotypes there may be some truth to these perceptions but they are narrow and very limiting.

4. Evaluation is really part of our everyday lives. Examples are:

   - Did I improve my jogging time or distance today?
   - How good does this wine taste in comparison to others?
   - Is my garden growing according to schedule?
   - Which of these two cars gives the best economy and performance?

   As an option, you might want to read the following excerpt which shows in a humorous way how evaluation pervades our everyday life. The excerpt is taken from "The Jogging Fad: A Non-Jock's Lament," by James B. Kobak, Jr., *TWA Ambassador*, p. 18, October, 1977.

   > "Running slowly for moderate distances may be done almost anywhere, and is best engaged in when the lawn looks as if it might need mowing or one's spouse looks as if she would like the sunporch painted. Running slowly for moderate distances was once considered sprinting rapidly over vast stretches of mountainous terrain. Three events caused this estimate to be revised: first, the author's wife purchased a device that

accurately recorded the number of miles run; second, the author's wife purchased a device that accurately recorded the passage of time; and third, the author was passed on a small hill by someone else's wife in much the same manner that the Washington Monument is passed by a 707. Someone else's wife proceeded to sprint up the hill not only as rapidly as Bambi's mother, but also as effortlessly."

The evaluation implications in this short quote, especially in points one-three are obvious.

5. Evaluation is a tool that we use in making decisions. It is a part of the decision-making process.

6. In this session, we will be taking a closer look at evaluation.

   - The role of evaluation in the *Rural America Series.*
   - The evaluation process.

7. Hopefully we will be able to dispel many of the stereotypes regarding evaluation.

C. Evaluation and the *Rural America Series.*

1. Evaluation is frequently a process or a step tacked onto the end of a diagram or flow chart.

2. You sort of do it as an afterthought to an event or series of events.

Show the transparency, "Rural America Series," p. XII-36.

3. Using the transparency, emphasize that there are numerous steps and procedures involved in planning and implementing career guidance programs. These are:

   - Developing a theoretical base for the program (*State of the Art* and *The Model* boxes on the flow chart).
   - Planning for the program including *Needs Assessment, Behavioral Objectives, Resource Assessment* and the utilization of existing resources (*Career Guidance Resources* and the *Desk Reference*).

FACILITATOR OUTLINE	NOTES
• Selecting and implementing *Career Guidance Practices, Career Counseling* programs and *Transitional Career Placement* programs. • Implementing meaningful *Staff Development* programs, assessing *Community Perspectives* and providing for meaningful *Community Relations and Involvement.* • And finally—the evaluation of the planning and implementation phases of the program. 4. The Series is a rich set of resources for comprehensive career guidance programs in rural schools. 5. Evaluation is placed at two different locations in the Series. 6. Evaluation in the planning phase emphasizes: • That the planning process itself must be evaluated. • That the planning of evaluation must be started early and not tacked on at the end of a program. 7. Evaluation at the end serves to illustrate the need for overall program evaluation. Evaluation that: • Systematically assesses program outcomes. • Helps decision makers.	

ACTIVITY TITLE: Evaluation—Concepts and Ideas

DURATION: 45 minutes

FACILITATOR OUTLINE	NOTES

A. Evaluation Defined

1. Evaluation is the process of providing information for making judgments about decision options. In less formal language, evaluation provides information for making decisions.

2. Inherent in the process described in the definition are such questions as:

   - Who needs the information?
   - What information do they need? i.e., What questions do they need answered?
   - How will that information be collected or obtained?
   - How will that information be reported?

B. Operationalizing the Definition

1. To make the definition meaningful (and workable) let's take a look at what might be happening in a typical school district during the first year of implementation of the *Rural America Series.*

> Ask the participants to help you by brainstorming what might be happening in this typical district. Write their responses on the chalkboard.

2. Activities might include:

   - Organizing a planning committee.
   - Selecting instruments for a needs assessment.
   - Conducting a needs assessment.
   - Writing behavioral objectives.
   - Assessing local resources.
   - Determining staff needs.

FACILITATOR OUTLINE	NOTES
• Planning staff development programs. • Planning home/school/community career guidance programs. • Working out cooperative arrangements with business, industry and labor. • Developing placement programs or improving existing ones. • Assessing community attitudes. • Evaluating parts of programs or the planning process itself.	
3. Summarize the list of activities. • The activities in the first nine months (school year) of the project are primarily focused on *program planning* rather than *program implementation.* • It takes effort and time to plan a solid, strong career guidance program. • Only small programs or parts of programs will be implemented in the first year.	
4. Describe the three basic phases of program development and implementation.	pp. 4-7, *Deciding Via Evaluation*
Write the three phases with descriptions on the chalkboard. Explain the three phases as shown below.	
PHASE 1 – FIRST YEAR, PROGRAM PLANNING • Heavy emphasis on program planning. • Limited tryout of new programs or parts of programs. • Very limited (and possibly no) full scale program implementation.	
PHASE 2 – SECOND YEAR, PLANNING AND TRYOUT • Program planning still continues but is not as heavily emphasized as in Phase 1.	

FACILITATOR OUTLINE	NOTES

- Heavy emphasis on the tryout of new programs or expanded ones planned in Phase 1.
- Increased program implementation.

PHASE 3 – THIRD YEAR AND BEYOND, IMPLEMENTATION

- Program planning is a minor but continuing emphasis.
- Limited tryout of new programs.
- Full-scale program implementation/impacting on students.

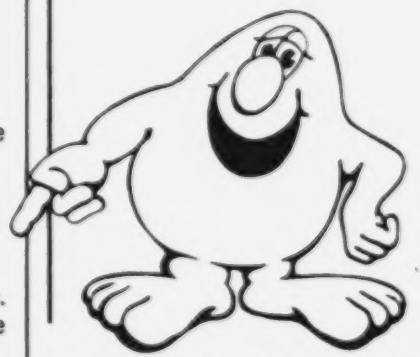
C. Evaluation of the Planning Process—General Concepts.

1. Evaluation of Phase 1 (Note: The evaluation handbook generally emphasizes the evaluation of the program planning process).
   - The earlier discussion provided a framework or backdrop against which an evaluation perspective can be developed.
   - Recall that the definition of evaluation suggested four major questions:
     - Who needs the information?
     - What kinds of questions do they need answered?
     - How can that information be collected/obtained?
     - How should it be reported?
2. Develop a matrix for the evaluation of program planning.

This activity uses a brainstorming technique in which the facilitator asks questions that enable participants to offer suggestions for completing the matrix. If the participants slow down in terms of suggestions, supply answers so that they will get a sense or feel for evaluative thinking. A sample completed matrix is enclosed in the facilitator outline. The question cues and their comments are found in the facilitator outline directly after the completed matrix.

Place the matrix framework headings on the chalkboard as the brainstorming session starts. Explain the column headings as you place them on the board. Provide participants with blank matrix copies for their use in note taking. See page XII-30 in the participant materials.

Note: Each matrix column was developed in a vertical fashion. Therefore, there is not a one-to-one correspondence across the columns.



Gotta keep those columns straight.

EVALUATION OF PHASE 1—PROGRAM PLANNING
(Completed Sample Matrix for Facilitator Use)

Evaluation Concern / Level	Who Is (Are) the Decision Makers?	What Questions or Concerns Do They Have?	How Can That Information Be Collected/Obtained?	How Should That Information Be Reported?
ADMINISTRATIVE	• Superintendent • School board • Local community groups • School administrators (principals, department leaders, etc.) • State officials (especially if project is state supported) • Indirectly involved school staff	**Overall Administrative Questions:** • Who is involved and who might be involved in the program? • What is the program intended to accomplish and what is it actually accomplishing? • Is the program on schedule? • Are there changes necessary in the program— —Program expansion/ reduction? —Personnel shifts? —Problems being encountered? • How much is the program costing? • Will additional monies be required?	(See Below)	• By reports to the Board on a monthly or less frequent basis. • By short reports on a monthly basis to key administrators. • By use of short 5-page or preferably less, memorandums to the decision makers. • By product displays. • By the use of brief summarized data tables. (If possible some of the above memos or tables might be used as the basis for local newspaper articles)
PROGRAM	• Program coordinator • Directly involved school staff and administrators • Overall planning committee and subcommittees • Involved students • Other involved individuals (e.g., community members)	**Frequent Project Level Questions:** • Is the program on schedule? • Are the products of our work meeting a high enough standard? • What are the problems that are being encountered? (This question is especially important if programs or parts of programs are being tried out.) • What's happening in other parts of the project or in other subcommittees that I'm not involved in? • If new programs are being implemented, to what extent are they having an impact on students, teachers, etc.?	• By carefully developing program objectives that specify end products and completion dates. • By closely monitoring such program facets as —Schedule —Costs —Product Quality • By keeping informed of program effects (e.g., calling committee chairpersons, attending committee meetings, etc.) • If new programs are implemented, by conducting preliminary assessments of impact. • By using results of student, community, etc. surveys that are a part of first year activities?	• By use of short, frequent reports to the overall planning committee. • By calling individuals with reports of progress. • By sending short summarized reports to subcommittees. • By having frequent planning committee meetings (approximately every 2-3 weeks) where the above reports are an agenda item.

FACILITATOR OUTLINE	NOTES
• *Facilitator Questions for Matrix Column One* – Who are the individuals or groups who might be making decisions about the program? – Are there other decision makers (besides the obvious school board, superintendent, etc.)? • *Comments for Matrix Column One* – There are two distinct levels of decision making—the administrative and the program level; the questions they need answered and the frequency with which they need information differ somewhat. Administrative level refers to those individuals or groups who make decisions about the program but are not involved in it on a day-to-day basis. Program level refers to those individuals or groups *directly* involved in the program. – One group is at a higher level with less frequent information needs. The other requires a much speedier information flow if the planning process is to succeed. • *Facilitator Questions for Matrix Column Two* – What questions or concerns might the administrative level have during the program planning phase? (Note: Some questions that participants suggest might be more philosophical than evaluative in nature. For example: "Should our district be involved in this program?" For this type question mention that it is more philosophical in nature and then quickly return the group focus to evaluative questions.) – Are there other different questions that individuals and groups on the program level might have? • *Comments on Matrix Column Two* – Generally both sets of decision makers have similar concerns. – However, the program level decision makers need information on a day-to-day basis. They need rapid evaluative feedback of a more specific nature. – The administrative concerns are at a higher level and need to be responded to on a much less frequent basis. • *Questions on Matrix Column Three* – How might some of the information that decision makers need be collected?	

FACILITATOR OUTLINE	NOTES

Cue the participants by asking them to think back to earlier workshop concepts such as program and behavioral objectives, student assessment, etc.

  - Might not the same general procedure for information collection be used at both levels of decision making?

- *Comments on Matrix Column Three*
  - For the most part, the same procedures will work for both levels of decision making.
  - The data collection procedures in the first year rely heavily on the degree to which the project coordinator monitors the progress of the project—i.e., the degree to which the coordinator keeps adequate logs and records of project progress.
  - Careful project planning and the development of program objectives, schedules, cost figures and responsibilities are the essential starting point for collecting information in the planning year.
  - Tangible products (e.g., completed needs assessment documents, lists of behavioral objectives, resource catalogs) are also supportive of events and activities taking place and reaching successful fruition.

- *Questions and Comments for Matrix Column Four*
  - Here both the questions and comments are fairly self-evident. In fact, this column could be presented in almost a lecture fashion to participants by the facilitator. However, it would still be wise to stress several points.
  - First, for both the administrative and program levels keep all reports short (5 pages or less) and to the point.
  - Second, report at the program level considerably more often than at the administrative level.
  - Lastly, capitalize on the information collected by getting articles in local newspapers, reports to parents, etc.

3. Summarize the evaluation of the planning phase.

   - Note that the purpose of the previous activity was to develop understanding of how the planning phase of the program could be evaluated and how one could go systematically through the thought processes associated with evaluation.

FACILITATOR OUTLINE	NOTES
• Stress that consultants can and often are employed to help with the evaluation process, but that the project coordinator and program level personnel should be heavily involved in both the conceptualization and the operationalization of evaluation procedures.	
D. Evaluation of the Implementation Phase—General Concepts	
Erase the completed cells of the previous matrix except for the first and last columns. Also,erase the matrix heading and replace it with Phase 3—Program Implementation. Note: Some minor changes for this phase have also been made in the last column. As the facilitator you might want to quickly place these changes on the fourth column.	
1. Explain that for a brief period of time we will examine the concepts involved in the evaluation of program implementation—especially full scale program implementation.	
• The same basic kind of matrix, as just completed, can be used to look at the evaluation of full scale program implementation.	
• We can use the same headings and questions as before.	
• The decision makers will also be the same as before.	
2. Develop the rest of the Matrix for the Evaluation of Program Implementation.	
The facilitator should complete the matrix in lecture fashion with a small amount of participant involvement. A sample completed matrix is enclosed in the facilitator outline.	
• *Comments on Matrix Column Two* – Generally speaking, both the administrative and program levels have similar questions. – Both need to know the kind of impact the program is having on the wide variety of individuals associated with it. – The questions here relate to the kinds of decisions that each level has to make. * Administrative—cost decisions, continuation/termination decisions * Program—program improvement decisions, in-course corrections.	

EVALUATION OF PHASE 3—PROGRAM IMPLEMENTATION
(Completed Sample Matrix for Facilitator Use)

Evaluation Concern / Level	Who Is (Are) the Decision Makers?	What Questions or Concerns Do They Have?	How Can That Information Be Collected/Obtained?	How Should That Information Be Reported?
ADMINISTRATIVE	• Superintendent • School board • Local community groups • School administrators (principals, department heads, etc.) • State officials (especially if project is state supported) • Indirectly involved school staff	• Overall, how well is the program doing? • What kind of changes or demonstrable impact is the program having on: Students? Teachers? Community? Administrators? • Are there parts of the program that should be expanded? deleted? • What new or unusual costs is the program requiring? • How many students are being reached? • Have student self understandings, career awareness, etc. changed? • How satisfied are participants with the program? • What are the long term, follow-up results of the program?	(See Below)	• By reports to the Board on an interim basis • By short reports on a monthly basis to key administrators • By the use of short 5-page or preferably less, memorandums to the decision makers. • By product displays • By the use of brief summarized data tables (If possible some of the above memos or tables might be used as the basis for local newspaper articles.)
PROGRAM	• Program coordinator • Directly involved school staff and administrators • Overall planning committee and subcommittees • Involved students • Other involved individuals (e.g., community members)	• Overall, how well is the program doing? • What kind of impact are we having? —Impact on Students —Changes in Teacher Behavior —Community Involvement —Administrative Support • Have student self understandings, career awareness, etc. changed? • How satisfied are participants with the program? • Are there activities and procedures that we can change to make the program work better?	• Continued careful monitoring of the program in terms of costs, schedules, responsibilities, etc. • Developing and implementing a program evaluation plan that might include such factors as: —testing programs —longitudinal assessments —pre-posttest designs —control group designs —sampling procedures —statistical designs —normative designs using already existing data —follow-up studies —parent/community questionnaires —staff surveys	• By use of short, frequent reports to the overall planning committee. • By calling individuals with reports of progresses. • By sending short summarized reports to subcommittees.

FACILITATOR OUTLINE	NOTES

- Lastly, the kinds of questions posed are really the *bottom line* with regard to the program, i.e., did it really have an impact?

- *Comments on Matrix Column Three*
  - Stress that continued program monitoring techniques are still very important. For example, the number of students involved in the program, the costs, the amount of time spent in inservice training, etc. are easily obtained via simple project monitoring strategies.
  - Data collection techniques as indicated on the matrix convey some of the connotations of the term evaluation that were discussed earlier.
    * One might now think of such things as testing programs that measure changes in student awareness, career maturation, career understandings, etc. over time. These testing programs could be at grades 6, 8, 10, and 12, providing a longitudinal picture of program impact. This type of evaluation is underscored if state or national funds were being used for project activities.
    * Other factors such as pretesting and posttesting, the use of control groups, statistical analyses, etc. are all important considerations at this point.
    * The types of variables to be assessed are also very important. Behavioral objectives as described earlier play a key role in determining what is to be assessed. The objectives must be carefully reviewed before assessment strategies are selected.
    * Parental, community, staff and even student surveys might be used periodically to assess perceptions of the program and satisfaction with it.
    * Standardized instruments will most likely be used for the evaluation of the implementation phase. A sample of instruments might include:

      Career Maturity Index—John O. Crites, *Career Maturity Inventory* (CTB/McGraw-Hill, Del Monte Research Park, Monterey, Calif., 1973).

      Strong-Campbell Interest Inventory—Edward K. Strong, Jr. and David P. Campbell, *Strong-Campbell Interest Inventory* (Merged Form), (Stanford, California: Stanford University Press, 1974).

      Occupational Interest Survey—Frederic G. Kuder, *Occupational Interest Survey* (Chicago: Science Research Associates, 1966).

Did the program really have an impact?

FACILITATOR OUTLINE	NOTES

Career Choice Inventory—Robert E. Ripley, *Career-Choice Inventory* (Mesa, Arizona: Johnson Publishing Company, 1973).

Career Assessment Inventory—Charles B. Johanson, "Career Assessment Inventory," The National Computer Systems, Inc., Minnesota, 1975.

Texas Career Education Measurement Series—Westinghouse Learning Corporation, "Texas Career Education Measurement Series," produced for the Texas Education Agency and the Partners in Career Education Project, 1975.

Career Awareness Inventory—Laverna M. Fadale, *Career Awareness Inventory* (Ithaca, New York: Cornell Institute for Research and Development in Occupational Education, undated).

- Additional instruments can be located in the Series handbook entitled *Career Guidance Resources* and in a set of materials dealing with career education measurement. (Norval L. McCaslin, *Career Education Measurement Handbooks*, The National Center for Research in Vocational Education, The Ohio State University, in process.)
- Generally speaking, consultant help with the development and implementation of an evaluation plan for program implementation is required. However, it is crucial that the program coordinators (and involved staff) should take an active leadership role in stating evaluation questions and in defining what is to be evaluated.

- *Comments on Column Four*
  - As is obvious the reporting of information here is similar to that for Phase I, Program Planning. Note: Evaluation results for Phase 3 are reported less frequently than for Phase 1.
  - The same basic procedures can be utilized for reporting in Phase 3 as were utilized in Phase 1. Since outcomes in Phase 3 relate more directly to the impact of the program on students it is highly desirable to get project results published in local newspapers.
  - The results should be used to examine strengths and weaknesses in the program and to reshape or modify those parts of the program that do not work well.

FACILITATOR OUTLINE	NOTES
• *Additional Comments* – It should be noted that matrices for only two of the three phases (1 and 3) have been developed. Obviously the matrix for Phase 2–Program Tryout would be a combination of ideas from Phases 1 and 3, with respective emphases dependent upon whether the project was just entering the tryout phase or was nearing completion of that phase and ready to start full scale implementation. – Across all three phases of program development (planning, tryout and implementation) the basic process of evaluative thinking will be similar. Techniques will vary from phase to phase (e.g., planning utilizes project monitoring techniques whereas as the approach for implementation includes such strategies as experimental design, longitudinal testing and so forth) but the logical process is the same.	

ACTIVITY TITLE: Developing Preliminary Evaluation Plans

DURATION: 45 minutes

FACILITATOR OUTLINE	NOTES
A. Orientation to the Small Group Activity 1. The purpose of the activity is to provide "hands-on" practice in thinking like an evaluator. 2. The activity is open-ended and requires that participants work in small groups to brainstorm ideas for the evaluation of the planning and implementation of an inservice career guidance program for a local school district. The program might include: • Monthly after-school training sessions. • Extensive use of the *Rural America Series* and specific handbooks in the series. • Simulations, games, small and large group activities, lectures, and so forth. 3. The activity is designed for participants to use their imagination in thinking through a staff development program for a district. Capitalize upon the skill, background and expertise of those individuals in the small groups. **B. Specific Small Group Instructions** Distribute the handout entitled "Evaluation of Phase _____," p. XII-30. Explain the steps listed below. 1. Appoint a leader for each small group. Assign half of the groups the evaluation of the planning phase—the other half the evaluation of the full-scale implementation phase. 2. Each group should spend about 10 minutes or so brainstorming the planning for or implementation of an in-service program in career guidance for school staff members. Distribute the handout entitled, "Staff Development Ideas," p. XII-31. Note that the handout is a set of idea generators for this activity. Suggest to participants that they be creative in their staff development program.	

FACILITATOR OUTLINE	NOTES
3. Up to this point the product of this activity should be a brief outline for a staff development program. 4. As a small group, complete in brief note form matrices for the evaluation of the planning and implementation phases of the inservice program, whichever is appropriate. 5. Some question guidelines to help generate matrices follow: PLANNING PHASE • How much will this training cost in terms of time, resources, and so forth? • How does it fit in with local staff needs? • What outcomes are expected? • How long will it take? • How will it be evaluated? • Do the initial training ideas make sense? • Are we on schedule? • Are arrangements being made? FULL SCALE IMPLEMENTATION PHASE • What is the impact of individual training sessions? • What is the overall impact of the program on staff members? • Are staff implementing new ideas with students, community members, etc. • Are new activities starting? • What are staff perceptions of the inservice training programs? • What kinds of before/after effects can be observed? • Are staff members using suggested resources?	

FACILITATOR OUTLINE	NOTES
• Are staff members developing new materials? • How would you show others that your staff development program has really had an impact on individuals involved? 6. Indicate that ideas generated by the groups will be noted on the chalkboard. Also note that about 20 minutes should be allotted for generation of the two matrices. As an option, the facilitator might move around the room working with groups and if desired noting interesting ideas in the matrix outline on the chalkboard as they are produced. Another option, if time is short, would be to conduct the activity as a large group laboratory. The large group could generate ideas for one matrix (preferably for the full-scale implementation phase) and the facilitator could jot the ideas on a sample matrix sketched on the chalkboard.	

ACTIVITY TITLE: Module Summary

DURATION: 5 minutes

FACILITATOR OUTLINE	NOTES

A. Review Module Ideas

Show the transparency "Evaluation as a Monster," p. XII-37.

1. Note that we started by describing and dealing with evaluation as a kind of monster or ogre that generally brings to mind negative perceptions. (Remember the quiz.)

2. We then proceeded to describe:

   - Evaluation as something we do in everyday life.
   - Define evaluation.
   - Show the role of evaluation in relationship to the *Rural America Series.*
     - Evaluation in the planning phase to emphasize the need to evaluate that phase.
     - Evaluation of the overall program impact.
   - Note that planning for evaluation should be started early in the process of program planning.

3. Evaluation concepts and ideas were then extensively explored.

   - Users of evaluative information.
   - Information needs of users.
   - Strategies for collecting that information.
   - Ways of reporting that information.
   - Phases of programs—planning, tryout, and implementation
   - Sample evaluation considerations for the planning and implementation phases.

FACILITATOR OUTLINE	NOTES
4. Lastly "hands-on" opportunities were provided. Hopefully this enabled participants to • Gain a feel for the evaluative process. • Develop a sense of competence in their ability to conceptualize and deal with concrete evaluation procedures. • Direct participants (time permitting) to Exhibits B1 to B10 in the evaluation handbook. These pages contain many ideas for program evaluation, especially during the program planning phase.	pp. 58-79, *Deciding Via Evaluation*
Show the transparency, "Evaluation as a Friend," p. XII-38.	
5. *End by noting that hopefully evaluation is no longer a monster and* Plan to evaluate Don't procastinate Delete the negative Expand the positive. Don't forget It's a certain bet You have the will And the skill.	

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
Evaluation Quiz for the Rural America Series	XII-30
Evaluation of Phase (Blank Matrix)	XII-31
Staff Development Ideas	XII-32
Module-Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	XII-33

EVALUATION QUIZ
FOR THE RURAL AMERICA SERIES

Directions: Each of the following questions was selected to measure your understandings and perceptions of evaluation. Read each question carefully and then circle the letter of the statement that represents your answer to the question. After you have completed the quiz, the module leader will give you further instructions.

Evaluation Multiple Choice Quiz

1. Which of the following words or phrases best describes your first thought when you hear the word evaluation?

   a. Hooray
   b. O.K., already
   c. Ugh!
   d. Yuck!

2. How would you describe evaluation?

   a. Testing program.
   b. Something which I'll probably have to do.
   c. Someone rating or ranking you.
   d. All of the above.
   e. A valuable program and planning tool.

3. How would you characterize your abilities to conduct a program evaluation?

   a. It's difficult for me to do.
   b. I need a consultant.
   c. You've got to be kidding.
   d. Sometimes easy/sometimes difficult.

4. In your judgment, which animal or beast represents evaluation.

   a. Teddy bear (warm and cuddly)
   b. Kitty cat (fun but at times hard to understand)
   c. Fully scented skunk (self-explanatory)
   d. Ogre (self-explanatory)

EVALUATION OF PHASE _____

Evaluation Concern / Level	Who Is (Are) the Decision Makers?	What Questions or Concerns Do They Have?	How Can That Information Be Collected/Obtained?	How Should That Information Be Reported?

STAFF DEVELOPMENT IDEAS

Content Ideas for Career Guidance in Rural and Small Schools

Forming active planning committees
Needs assessment procedures
Resource assessment procedures
Developing behavioral objectives
Planning procedures
Curriculum ideas for the classroom
Programs requiring community involvement
Career resource centers
Placement programs
Community relations and program publicity
Programs for parents
Program evaluation
Career guidance resources
Cooperative agreements with business-industry-labor
Rural community attitudes toward career development
Research on career development

Inservice Techniques for Career Guidance in Rural and Small Schools

Small group discussions
Role playing
Lecture
Large group discussions
Large group laboratories
Simulation
Independent study
Brainstorming
Demonstration
Panel discussions
Field visits
Small group work-sessions

RURAL AMERICA SERIES

Module Questionnaire: Evaluation

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the nature of evaluative thought processes.	
1	2	3	4	Increased understanding of the differences between and similiarities of program planning and program implementation evaluation.	
1	2	3	4	Developed skills in the planning of evaluation activities.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most *Comments*

Liked Least *Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The Rural America Series	XII-36
Evaluation as a Monster	XII-37
Evaluation as a Friend	XII-38

THE RURAL AMERICA SERIES (HANDBOOKS)

PROBLEM IDENTIFICATION

Support Information

- State of the Art
- Model
- Career Guidance Resources

Planning Process

- Planning and Implementation
- Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Evaluation

PROBLEM RESOLUTION

Career Guidance & Counseling Strategies

- Career Counseling
- Desk Reference
- Individualized Counseling and Placement
- Transitional Career Placement
- Career Guidance Practices

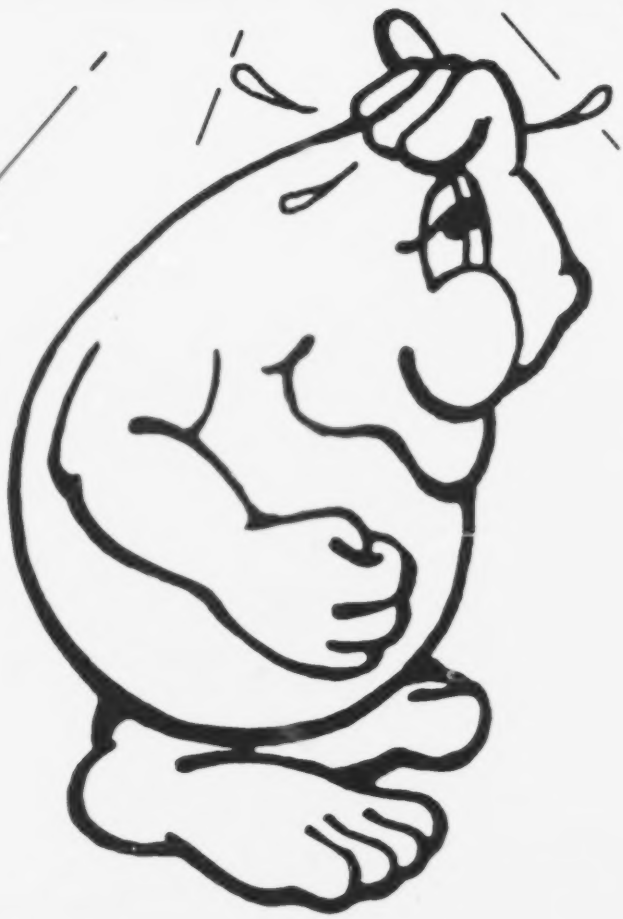
Support Functions

- Staff Development
- Community Relations and Involvement
- Community Perspectives

Supplemental Areas

- Facilitator's Guide
- Cooperative Agreements
- Case Studies

EVALUATION



EVALUATION

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

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